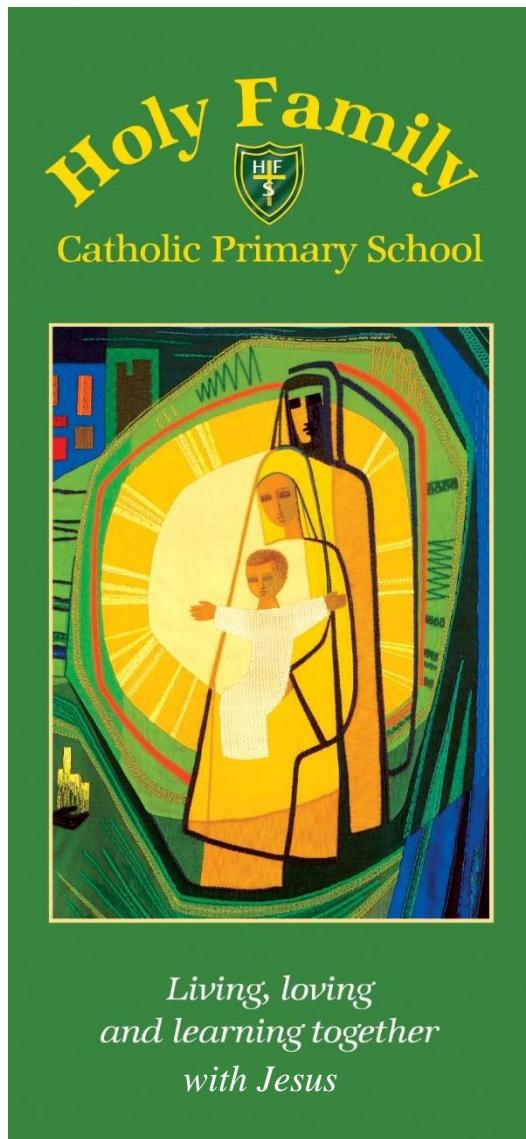


Holy Family Catholic Primary School

The Rosary Trust



Positive Handling Policy



Positive Handling Policy

1. The Legal Framework
(Education and Inspections Act 2006)

(Use of reasonable force: DFE guidance 2013)

Section 93 of the Education and Inspections Act 2006 enables school staff to use such force that is reasonable in the circumstances to prevent a student from doing, or continuing to do, any of the following:-

- (a) Committing an offence (or for a student under the age of criminal responsibility what would be an offence for an older pupil).
- (b) Causing personal injury to or damage to the property of, any person. (Including the student himself)
- (c) Engaging in any behaviour prejudicial to the maintenance of good order and discipline at the school among any pupils receiving education at the school, whether during a teaching session or otherwise.

Introduction

In order to live according to our Mission Statement, the whole school community needs to commit to and carry out the procedures and strategies detailed in this policy.

This policy has been prepared for the support of all teaching and support staff who come into contact with pupils and for volunteers working within the school to explain the school's arrangements for care and control.

Its contents will be available to parents on our website.

General expectations

In our school we create a calm environment to minimise incidents that may require any physical intervention. We de-escalate incidents when they do arise. We only use physical interventions when the risks involved of doing so are outweighed by the risks of not doing so.

The Aims

- To protect every person in the school community from harm.
- To protect all pupils against any form of physical intervention which is unnecessary, inappropriate, excessive or harmful.
- To provide adequate information and training for staff so that they are clear as to what constitutes appropriate behaviour and to deal effectively with violent or potentially violent situations.
- To use the minimum degree of force necessary to accomplish positive handling.
- To maintain accurate records of incidents where positive handling (including restraint) has been used.

Positive Behaviour Management

All staff and volunteers adopt a positive approach to improving behaviour in order to reward effort and application, and to build self-esteem, and promote a safe environment for students and staff. All staff work in partnership with those who know the child to help those concerned:

- Find out why this child behaves as he or she does.
- Understand the factors that influence this child's behaviour.
- Identify early warning signs that indicate foreseeable behaviours are developing.

This approach helps to ensure that early and preventative intervention is the norm. It reduces the incidence of extreme behaviours and makes sure that the use of physical intervention is rare.

Physical contact

There are occasions when physical contact with a pupil is proper and necessary, for example:-

- Holding the hand of a child in a line when going to assembly or walking together around school and outside the school (e.g. crossing the road on a school trip).
- When comforting a distressed pupil.
- To give first aid.
- To demonstrate exercises or techniques during PE lessons or sports coaching
- When a pupil is being congratulated or praised.
- To demonstrate how to use a musical instrument.

The use of force is illegal if the physical circumstances do not warrant it. The force used should always be the minimum needed to regain and ensure safety and control for everyone involved or present. The Positive Handling Policy should therefore be read in conjunction with our Behaviour and Safeguarding policies.

Restrictive physical interventions may include:

- Bodily contact - *where the physical presence of one or more people is used to control a pupil, e.g physically interposing between pupils; blocking a pupil's path; holding or 'shepherding' a pupil; leading a child by the arm or hand; using agreed, approved restricted holds. In extreme cases, this may involve more restrictive holds.*
- Environmental – *where a change is applied within the environment for example shutting a door or the use of locks or key pads to prevent access to a particular area.*

The purpose of any physical contact should be to meet the needs of the child. All staff are made aware of pupils with Special Educational Needs for whom physical contact may be necessary.

Why Use Positive Handling?

Positive handling should avert danger by preventing or deflecting a child's action or perhaps by removing a physical object, which could be used to harm him/her or others. It is only likely to be needed if a child appears to be unable to exercise self-control of emotions and behaviour. It is not possible to define every circumstance in which positive handling would be necessary or appropriate.

Examples of situations when it may be appropriate to use permissible physical intervention could include:-

- To prevent a pupil causing, or being at risk of causing, injury or damage to themselves or others, whether by accident, rough behaviour or by misuse of materials or objects.
- To prevent a pupil committing a criminal offence.
- To prevent a pupil committing deliberate serious damage or vandalism.
- To prevent a pupil from attacking a member of staff or another pupil.
- To prevent behaviour which is prejudicial to the maintenance of good order and discipline.

Staff should always act within the school's policy on behaviour. Staff should be aware that when they are in charge of children during the school day, or during other supervised activities, they are acting in 'loco parentis' and should therefore take reasonable action to ensure the welfare and safety of pupils.

Restrictive physical intervention will only be considered if other behaviour management options have proved ineffective or are judged to be inappropriate (or in an emergency situation). Before deciding to intervene in this way, staff will assess whether the risk of not intervening is greater than the risk of intervening. All actions will be carried out with the child's best interests at heart. Physical intervention will never be used to punish a pupil or cause pain, injury or humiliation. The use of physical intervention will take into account the characteristics of the pupil, including their age, gender, SEN, physical needs or disability, developmental level or cultural issues.

Reasonable and Proportional

The use of restrictive physical intervention will be the outcome of a professional judgement made by staff on the basis of this policy. It will be avoided wherever possible.

When considering the use of physical intervention to control a child's behaviour the following questions should always be asked:-

- How is the intervention proportionate to the circumstances it is intended to prevent?
- Is the intervention necessary in order to protect the best interests of the child?

Staff should also ask:-

- Is a less intrusive intervention preferable?
- Do we have to act now?
- Am I the best person to be doing this?

Where possible, staff should always attempt to use diversion or defuse the situation in preference to physical interventions.

Positive Handling Strategies

All teachers need to be aware of strategies and techniques for dealing with difficult pupils and steps which they can take to defuse and calm a situation. Examples could include:-

- Move and speak calmly and confidently.
- Make simple, clear statements.
- Intervene early.
- Try to maintain eye contact.
- If necessary, summon help before the problem escalates. Whenever an adult is the sole adult present they should summon help by giving a red card to another pupil instructing them to give it to the nearest available adult/office.
- If appropriate, remove the other pupils from the class for health and safety reasons.

When positive handling becomes necessary it is essential that the pupil is told by the adult what he/she is doing and why. A calm and measured approach to a situation is needed and staff should never give the impression that they have lost their temper or are acting out of anger or frustration. The method of restraint employed must use the minimum force for the minimum time.

During any incident the restrainer should:-

- Offer verbal reassurance to the pupil.
- Cause the minimum level of restriction of movement.
- Reduce the danger of any accidental injury.

Some Dos and Don'ts

DO

- Tell the pupil what you are doing.
- Use the minimum force possible.
- Involve another staff member if possible.
- Tell the pupil what they need to do to remove the restraint.
- Use simple, clear language.
- Hold limbs above a major joint if possible eg above the elbow.
- Relax your restraint in response to the pupil's compliance. Be aware of any feelings of anger.
- Be aware of any accessories worn by you or the pupil.

DON'T

- Act in temper.
- Attempt to reason with the child.
- Involve other pupils in the restraint.
- Touch or hold pupils in sexual areas.
- Twist or force limbs back against a joint.
- Bend fingers or pull hair.
- Hold the pupil in a way that restricts blood flow or breathing e.g. around the neck, lying down or pulling arms across the chest.
- Try to manage on your own.

THERE ARE SITUATIONS WHERE STAFF SHOULD NOT INTERVENE WITHOUT HELP

Assistance should be sought when dealing with:-

- A physically large pupil.
- More than one pupil.
- When the teacher believes that he/she may be at risk of injury.

In those circumstances where the member of staff has decided that it is not appropriate to restrain the pupil without help they should:-

- Remove other pupils who might be at risk.
- Summon assistance from colleagues.

Risk Assessment

If we become aware that a pupil is likely to behave in a disruptive way that may require the use of physical intervention, we will plan how to respond if the situation arises. Such planning will address:-

- Management of the pupil (e.g. reactive strategies to de-escalate a conflict).
- Involvement of parents to ensure that they are clear about the specific action the school might need to take.
- Identification of additional support that can be summoned if appropriate.
- A pupil's previous experience of positive handling and their likely reaction.

Reporting and Recording

Details of the incident must be recorded by all adults involved immediately, using the appropriate proforma. (See appendix 1). These forms are kept confidentially.

A copy will be placed in the pupil's file. The Head Teacher will keep an additional copy.

Parents/Carers of the child will be informed on the day of the incident.

Any injuries suffered by those involved will be recorded.

Post-Incident Support

Incidents that require use of restrictive physical interventions can be upsetting to all concerned and could result in injuries to the child or staff. After incidents have subsided, it is important to ensure that staff and children are given emotional support and basic first aid treatment for any injuries. Immediate action should, of course, be taken to ensure that medical help is accessed for any injuries that require other than basic first aid. All injuries should be reported and recorded in accordance with school procedures. The school should take action to report any serious injuries to staff or students in accordance with LA guidelines.

We need to consider:

- Thoughts, feeling, emotions.
- Emotional 'first aid'.

Stage 1 – Immediate ‘Are you ok’ This should occur before people leave to go home.

Stage 2 – De-briefing checking people have adjusted to an emotionally difficult event. This should occur within 48 hours.

Stage 3 – Counselling: formal support. Support is available when requested by a member of staff, however it is not imposed.

Complaints Procedure

All complaints will be dealt with according to the school’s ‘Complaints Policy’ and procedures.

The above policy is linked to all safeguarding policies.

Date for Review

This policy will be presented to the governing body in October 2023 and will be reviewed in October 2026.

Policy review completed by The Inclusion Manager.

September 2023

Record of Positive Handling (Including Restraint)

Date of Incident	Time of Incident	
Pupil Name	Year Group	D.o.B
Member (s) of staff involved		
Adult witnesses		
Pupil witnesses		
Outline of event leading to positive handling (including restraint) Please include other strategies tried and reasons for using positive handling rather than another strategy.		
Outline of incident of positive handling (including restraint method used if appropriate)		

Outcome of positive handling

Description of any injury (ies) sustained by pupil (or other persons) and any subsequent treatment:

Date and time parent informed of the incident:

Name of person contacting parent:

Outline of parent/carer response

Name and signature of staff member completing report

Signature of Head:

Date

Brief description of any subsequent injury/complaint or action: